

STANDARD 3: INDUSTRIAL REVOLUTION – Analyze the transformation of the American economy and the changing social and political conditions in response to the Industrial Revolution.

TESTED BENCHMARK SS.912.A.3.1

Analyze the economic challenges to American farmers and the farmers' responses to the challenges in the mid to late 1800s.

Also Assesses

SS.912.A.3.6 Analyze changes that occurred as the United States shifted from agrarian to an industrial society.

TESTED BENCHMARK SS.912.A.3.2

Examine the social, political, and economic causes, course, and consequences of the Second Industrial Revolution.

Also Assesses

SS.912.A.3.3 Compare the First and Second Industrial Revolutions in the United States.

SS.912.A.3.4 Determine how the development of steel, oil, transportation, communication, and business practices affected the United States economy.

SS.912.A.3.5 Identify significant inventors of the Industrial Revolution, including African Americans and women.

SS.912.A.3.7 Compare the experience of European immigrants in the east to that of Asian immigrants in the west (the Chinese Exclusion Act, Gentlemen's Agreement with Japan).

SS.912.A.3.8 Examine the importance of social change and reform in the late 19th and early 20th centuries (class system, migration from farms to cities, Social Gospel movement, role of settlement houses and churches in providing services to the poor).

SS.912.A.3.9 Examine causes, course, and consequences of the labor movement in the late 19th and early 20th centuries.

SS.912.A.3.10 Review different economic and philosophic ideologies.

SS.912.A.3.11 Analyze the impact of political machines in United States cities in the late 19th and early 20th centuries.

SS.912.A.3.12 Compare how different nongovernmental organizations and progressives worked to shape public policy, restore economic opportunities, and correct injustices in American life.

SS.912.A.3.13 Examine key events and peoples in Florida history as they relate to United States history.

Note to educator: The items in this study guide are representative of the information contained in the "U.S. History End-of-Course Assessment Test Item Specifications" created by the Florida Department of Education and serves to provide information about the scope and function of the end-of-course assessment. The benchmarks serve as the objectives to which the test items are written. There may be additional guidelines or restrictions located in the individual benchmark specifications. The study guide was created to assist educators in remediating students that do not meet proficiency standards. **Based on data results**, teachers may assign all or portions of the guide to best meet the needs of the **individual student**. Florida Department of Education US History Test Items Specifications may be located at http://fcat.fldoe.org/eoc/pdf/FL09Sp_US_History.pdf.

Items with an asterisk () represent the Higher Order Questions contained on the Task Cards created by Lake County Schools, Florida.

Student Directions: In **your own words**, fully explain each of the phrases, people, or events below. Include as many details as possible to create an answer that will truly assist in studying for the end of course exam.

Agrarian	
Surplus	
Monopoly	
Industrialization	

Regulation	
Urbanization	
Populism	
Grange and Granger Laws	
Farmers Alliance	
Homestead Act (1862)	
SS.912.3.2	
Interstate Commerce Act (1887)	
Sherman Silver Purchase Act (1894)	
First Industrial Revolution and Second Industrial Revolution	
Bessemer Process	
Great Migration	
Henry Flagler	
Market Economy	
Planned Economy	
Political Machines	
Social Darwinism	
<u>The "Inventors"</u>	

Thomas Edison	
Henry Ford	
Alexander Graham Bell	
George Washington Carver	
Chinese Exclusion Act	
Gentlemen's Agreement	
Immigration and urbanization	
American Federation of Labor (AFL)	
Haymarket Riot (1886)	
Homestead Strike (1892)	
Pullman Strike (1894)	
Andrew Carnegie	
Political Machines	
Suffrage Movement and National Woman Suffrage Association	

Susan B. Anthony	
Elizabeth Cady Stanton	
Settlement Houses	
Social Gospel Movement	
Muckrakers	
Sherman Antitrust Act (1890)	
Ida Tarbell	
Knights of Labor	
National Labor Union	
Binder Boys	

SS.912.A.3.1

Analyze and/or explain the causes of the economic challenges faced by American farmers.

Identify strategies used by farmers to address the economic challenges of the late 1800s.

SS.912.A.3.2

Analyze and/or explain contributing social and/or political causes and/or conditions in government, society, and the economy.

Explain and/or evaluate the significance of events, movements, and people in American society.

Identify the “new” industries and/or economic innovations and their impact on the economy and society.

Compare and/or contrast the experiences of Northern European, Southern European, and Asian immigrants.

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Explain the impact of social change and reform movements in the late 19th and early 20th centuries.

Compare and/or contrast the **First** and **Second** Industrialization Revolutions.

Describe the origin, course, and/or consequences of the labor movement in the late 19th and early 20th centuries.

***HIGHER ORDER QUESTIONS**

Directions: In your own words, fully answer the questions below. Include as many details as possible to create an answer that will truly assist in studying for the end of course exam.

**Items with an asterisk (*) represent the Higher Order Questions contained on the Task Cards created by Lake County Schools, Florida.*

SS.912.A.3.1

How did the gains and losses of individual rights' correlate to the philosophies of various reform movements of the time period?

What role did westward expansion play in changing social and economic landscape?

How did technology change farmers' way of life?

SS.912.A.3.2

How did the role of government change in relation to business and labor? What were the issues and how were they resolved?

What were the motivations of various European and Asian immigrants to make their way to the US? Compare and contrast Americans reactions to these various groups.

What was the concept of Social Darwinism? How was it used by both liberals and conservatives?

How did the forces of industrialization, immigration, technology, and urbanization change popular American culture and family life?

How did American industrial achievements and developments influence the rest of the world?